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ABSTRACT

This curriculum is designed to introduce students to the issues of world hunger and children's rights. The curriculum includes more than enough material for two hour-long lessons. Each lesson can stand on its own; however, the interrelated nature of the topics lends itself to presenting both parts of the packet. If time is limited, suggestions are provided in each lesson regarding which sub-sections might be combined to create shorter lessons. Cross-references are made from one unit to the other. The lessons include: (1) "Children and Hunger"; (2) "Children and Justice"; (3) "Students CAN Make a Difference"; and (4) "Additional Resources." The purpose of the lessons is to promote awareness and social action for positive change. The teachers' role in encouraging productive responses will help empower children to action. It is this action, not guilt, that the curriculum strives to foster. (EH)

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ED 415 141

Children Hungering For Justice

Curriculum on Hunger and Children's Rights
Grades 5-8

SO 027 809

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World Food Day

World Food Day was created by the member nations of the U.N. Food and Agriculture Orginization (FAO). Now observed in more than 140 countries, the day's purpose is to focus attention on all food and farm problems, and to get the people of the world more directly involved in the search for solutions. It is sponsored jointly by FAO, each national government, and the private voluntary community. But the experience of the first 10 years shows clearly that the success of World Food Day, in each country, has come through grassroots action.

In the U.S., the National Committee for World Food Day is sponsored this year by more than 350 private voluntary organizations. A variety of educational and information materials for World Food Day are produced by FAO, governments, and national World Food Day committees. This material—study papers, fact sheets, posters—is available on request at no cost in most cases. It is designed to help promote World Food Day events and to help people better understand food and hunger issues.

For more information please write:

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Introduction

This curriculum is designed to introduce students to the issues of world hunger and children's rights. The curriculum seeks to support World Food Day activities and to educate about the United Nations Convention on the Rights of the Child. The curriculum includes more than enough material for two hour long lessons. Each lesson can stand on its own; however, the interrelated nature of the topics lends itself to presenting both parts of the packet. If time is limited, suggestions are provided in each lesson regarding which sub-sections might be combined to create shorter lessons. Cross-references are made from one unit to the other.

Another way to bring these issues to life for your students is through the use of audio-visuals. In the **Resource Section** we suggest a few titles for your consideration. These can be excellent supplements for the material presented--and they are free.

When faced with the magnitude of the problems that confront adults and children alike in today's world, it is vital to promote action, not passivity. The teacher's role in encouraging proactive responses, even among the youngest students, will help empower children to action. It is this action, not guilt, that the curriculum strives to foster. Finally, while seeking to educate children about issues of hunger and justice, it is imperative that teachers be sensitive to the fact that some of their students may themselves be malnourished or be experiencing abuse.

Note regarding terminology: Various terms are used to group countries according to economic development. Most terms are based upon a Western, capitalist notion of economic achievement, e.g.: First World, Second World, Third World; Industrialized World, Developing World; Developed Nations, Developing Nations, Underdeveloped Nations; Modern World, Ancient World. More recently, the terms North and South have been offered as a less value ladened way of grouping countries. Recognizing the inherent difficulty of any label, this curriculum chooses to use the terms Developed Nations and Developing Nations to represent the basic global distribution of wealth and rights. Teachers and students should keep in mind, however, that vast economic disparities exist *within* countries as well as *between* countries.

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"We are guilty of many errors and many faults but our worst crime is abandoning the children, neglecting the fountain of life. Many things can wait, the children cannot. Right now is the time their bones are being formed, their senses are being developed. To them we cannot answer 'tomorrow,' their name is 'today.'"
—Gabriela Mistral

Part One: Children and Hunger

Teacher's note: The activities included in this unit are structured in a sequential fashion, culminating in an activity requiring group work and application of basic skills. Depending on time availability and the appropriateness of the activities to your particular class, you may wish to select among the activities to create your curriculum on world hunger. With minor adjustments, each sub-section could be used by itself. However, some possible combinations are:

Sections I, IIIA, IV and VI (approx. 1 hour)

Sections I, II, V and VI (approximately 45 minutes)

Sections I, II, IIIB (approximately 30 minutes)

The goal of the curriculum is to channel student awareness, concern and creative thought into effective action.

Objectives

1. To know that food is the most basic human need: food comes first.
2. To know the meaning of the words "hunger," "malnutrition," and "starvation."
3. To know the number, percentage, and geographical location of the world's hungry people and in particular, its hungry children.
4. To grasp what it means to be hungry.
5. To understand on what basis countries have been grouped into Developed Nations and Developing Nations categories and what each represents.
6. To identify some of the factors which have contributed to hunger in Developing Nations.
7. To identify their feelings on this global issue.
8. To understand that students can make a difference, and to know a variety of ways in which they can help.

Materials:

- Large wall map of world with transparent overlay or colored pins to mark country locations (***Note:*** We recommend the Peter's Projection map which is produced with support of the U.N. Development Programme through Friendship Press. Order from P.O.Box 37844, Cincinnati, OH 45237.)
- Signs with names of countries (see Teacher Resource Section)
- Two large signs: "Developed Nations" and "Developing Nations"
- 100 peanuts
- 4 small bags
- Copies of Student Handouts 1-4
- Large sheets of newsprint (if chalkboard is not available)
- Markers to color code country cards (2 different colors)

"From the broader perspective of our common future, ensuring the healthy physical and mental development of children is the most important investment that can be made in the healthy social and economic development of our societies."
—State of the World's Children, 1990, UNICEF

Lesson Plan: Children and Hunger

I. Definitions of Hunger:

A. Explain that today's lesson will focus on world hunger. [***Note:*** If you have planned this lesson to coincide with October 16, World Food Day, explain that students in over 140 countries (all members of the Food and Agriculture Organization of the United Nations) will be studying the problems of food and hunger on World Food Day. Each country will have its own perspective on the food issue, but the member nations hope to work together to find solutions.]

B. Instruct the class that you are going to ask them a question and that you want them to think silently for one full minute before they respond. Pose the question: **How important do you think food is?** (Indicate that they should be able to explain their answer.) Insist on absolute silence and wait the full minute. Then elicit responses. Accept each of the responses, making sure to focus the discussion on the fact that food is the most important need of all.

[Optional: Write the three basic human needs on the board: *Food, Shelter, Clothing*. Help students recognize that food is the most important.]

C. Ask students to volunteer instances when they have experienced hunger. List responses on the blackboard and then group them according to those that involve not having all you *want* (a snack) and those that involve not getting all you *need* (hunger/malnutrition). In the course of the discussion clearly indicate the operative definitions of the key words:

hunger–not getting enough to eat
malnutrition–not getting the right things to eat
starvation–dying from lack of food or nutrition

Make sure that your students understand the differences, particularly as it relates to their lives. For example, if you have a middle/upper class population, their *hunger* most likely results from a very temporary lack of food. Likewise, any *malnutrition* they may suffer is from poor choices among a plethora of alternative foods. Be sensitive to the fact that some of your students may face hunger and malnutrition in the sense that it is presented in the lesson.

II. Dimensions of Hunger:

A. Write 1 billion on the board. That is what experts estimate the number of hungry people in the world to be.[Oxfam, Bread for the World] How many is that? Depending on their level of math skills, either have the students figure one of the following or tell them for illustration:

1. Estimate the number of M&M's it would take to fill your classroom. There are 27,648 M&M's per cubic foot. For example, 1 billion M&M's would fill two typical classrooms (24' x 41' x 12') and two-thirds of another.

2. If you started counting to 1 billion, counting a number each second (give an example) you would be _____ years old when you finished (31 years plus the student's present age).

3. 1 billion inches equals 15,782 miles, approximately equal to the round trip distance between Los Angeles and Darwin, Australia (7,835 miles), New York and Calcutta (7,921 miles), or Denver and Hong Kong (7,465 miles). Use a globe or the world map to illustrate this, encouraging students to locate each city on the map.

B. Next write 2/3 on the board. Indicate that this is the percentage of the world's hungry who are children under the age of 5. Adjust the example you chose to use to reflect only the number of hungry children:

1. M&M's reflecting the number of the hungry children in the world would fill up 1 entire classroom and three-quarters of another.

2. If you started counting the number of hungry children in the world, counting a number each second, you would be _____ years old when you finished (20 years plus the student's age).

3. Two-thirds of the world's hungry counted in inches would equal 10,416 miles, approximately the round trip distance between New York and Buenos Aires, Argentina.

III. Experience of Hunger:

(Choose **one** of the activities)

A. Show the film "Remember Me" (see Resource Section) which profiles the lives of several children who live in the Developing World. Discuss:

- What images do you remember?

- What feelings are sparked by the film?
- What surprised you?

B. Use the following "simulation" to demonstrate the distribution of population and wealth in the world community.

1) Indicate five places in your room–one for Asia, one for Africa, one for United States and Canada, one for Latin America and the Caribbean, one for Europe and USSR. Ask the appropriate number of students to go to each place (see chart below). These numbers are for a class of 35. If you have a different size class, make adjustments staying as close as possible to the percentages noted.

2) Give each group a small bag and count out each group's supply of peanuts (according to the chart below) and put them in the bags.

Regions	Number of Students*	Number of Peanuts**
Asia	20 (58%)	18
Africa	4 (11%)	3
US and Canada	2 (5%)	29
Latin America and Caribbean	3 (8%)	5
Europe and USSR	6 (17%)	45

**Based on share of world population*

***Based on Gross National Product (GNP)*

(Based on data from Sivard, Ruth Leger. World Military and Social Expenditures 1989, *13th edition. Washington, D.C.: World Priorities. 1989.)*

Explain that you have distributed the peanuts according to the distribution pattern of wealth in the world. Tell the students that the peanuts represent the relative wealth of that region and the number of students assigned to each region represents the relative population.

3) Ask students in each group to share with the class how they feel about the distribution of population and wealth in their particular region. Accept these responses without passing judgement.

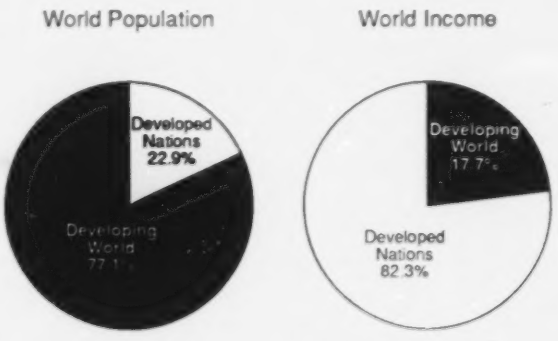
4) Have students remain in their groups. Explain to students that based on wealth, the world is divided into two groups, the Developed Nations and the Developing Nations. Tell students that slightly less than 1/4 of the world's people (23%) live in countries where the people's basic need for food, clean water, health care, etc. are relatively easily met. [Sivard, Ruth. World Military and Social Expenditures 1989] In general, these are the nations with the most industrialized, or developed, economies. Usually included in this group are the United States and Canada, Europe and the Soviet Union, Australia and New Zealand, and Japan. These are collectively called the **Developed Nations**.

5) Ask students representing the US and Canada and those representing Europe and the USSR to join together. Give them a sign "**Developed Nations**."

6) Explain that over 3/4 of the world's people (77%) live in countries where the basic necessities of life are not always easy to obtain and where many people face a daily struggle to survive. [Sivard, Ruth. *World Military and Social Expenditures 1989*] In general, this region includes the nations of Asia, Africa, Latin America and the Caribbean. These are collectively called the **Developing Nations**.

7) Ask students representing Latin America and the Caribbean, Asia and Africa to join together. Give them a sign, "**Developing Nations**."

8) Make a rough sketch of the pie graphs below on the board. Explain that one graph (point to it) represents the distribution of the world population and the other represents the distribution of the world income.



Sources: Franz, Del. *Exploring the Third World: Development in Africa, Asia and Latin America. New York: The American Forum, 1987.* Sivard, Ruth Leger. *World Military and Social Expenditures 1989.* Washington, D.C.: World Priorities, 1989.

9) Tell the students that you are going to assign them a task to be accomplished within each group and that you will give them 3 to 5 minutes to do it. Before you assign the task have each group (Developed Nations and Developing Nations) carefully pour all of their peanuts onto a table (or the floor).

10) Explain the task: Find a way to equitably distribute your "wealth" (the peanuts) among your "population." At this point, it may be necessary to remind students that the peanuts represent the distribution of wealth in the world and that each student represents the distribution of population.

11) After 3 to 5 minutes, ask the students to sit down quietly in their group. Allow a minute or so for silent reflection. Ask for a volunteer (or call on someone) in the Developed Nations group to explain what happened. Ask for a volunteer from the Developing Nations group to share what happened. Take time to process this information. There may be some requests or even demands for the wealthier nations to share their bounty. Discuss ways in which this has taken place to a limited degree through aid programs and loans. Explain that this simulation was not intended to make the students feel guilty but to dramatize the unequal distribution of wealth in the world, an important part of the food problem. Remind students that there may be differences in distribution within each group and within each country.

12) Ask students if there are any hungry in their community. Share some compelling facts about the distribution of wealth in the United States:

- One in five U.S. children live in poverty (this is an increase of 23% between 1979 and 1988)
- 10,000 U.S. children die each year because of poverty
- Every night an estimated 100,000 children go to sleep homeless in the United States

[Children 1990, A Report Card, Briefing Book, and Action Primer. Washington, D.C.: Children's Defense Fund, 1990. pp 4, 26, 27.]

IV. Effects of Poverty and Hunger:

A. Give each student one of the color coded small signs with the name of a country. (See **Teacher Resource Section #1** for list of countries divided into Developed Nations and Developing Nations. Be sure that the proportion of students in each group matches the population percentages for the various regions as explained in the Teacher Resource Section.) Distribute copies of **Student Handout #1** (World Map) and using the wall map assist each student to locate his/her country and to label it.

B. Explain to students that poverty often leads to hunger and disease and that in very young children, hunger and disease are closely related. Hungry and malnourished children contract more diseases than well-fed and well nourished children. Sick children often cannot eat and end up hungry and malnourished. This is a vicious circle from which it is hard to escape. Write on the board **U5MR**. Explain that the most important piece of information that the United Nations uses to measure the well-being of children is the **Under Five Mortality Rate**, or the number of children who die before the age of 5 for every one thousand children in the country. Children who die very young are almost always sick and/or hungry, so this statistic is important to understand world hunger.

C. Tell students that they will now make an hypothesis (an educated guess based on what they know) which they will then test to see if it is true. Write on the board **Hypothesis:** Ask students where they expect to find a higher U5MR, in the Developed Nations or in the Developing Nations? Ask them to give reasons why. If they are unable to come up with reasons, reread the descriptions on previous page. Have the class agree on an hypothesis and write it on the board e.g., "More children die before the age of 5 in the Developing Nations than in the Developed Nations."

D. Distribute **Handout #2 (Statistics on World Hunger)**. Help students locate the column for U5MR. Have each student write the U5MR for his/her country on the small country name sign. After all have completed this, tell the students to hold up their signs. Instruct them, without talking, to order themselves by getting into a single file line **within their respective group** from the lowest U5MR to the highest U5MR. The end result should be a line of Developed Nations starting with the lowest U5MR and continuing sequentially to the highest U5MR and a line of Developing Nations starting with the lowest U5MR and continuing to the highest U5MR. When this is done, have the students pause and congratulate themselves on having completed this task. NOW, ask them to combine their two lines into one line that will start with the lowest U5MR and continue sequentially through to the highest U5MR. Again, they should do this without talking. Once this is completed, have each child, starting with

the lowest U5MR country, tell the name of his/her country, whether it is a Developing Nation or a Developed Nation, and its U5MR. Have the students sit in their places.

E. Redirect the students' attention to the hypothesis on the board. Have someone read it out loud. Is the hypothesis correct? Have students supply the data which they now have which supports (or disproves) the hypothesis. Before moving on to the next exercise, recap what they have learned so far:

1) There are Developed and Developing Nations
2) Nations are in one group or the other depending on the distribution of wealth.
3) It is easier to obtain food and other necessities in Developed Nations.
4) Developing Nations have a higher U5MR.

V. Roots of Hunger:

Ask students to return to their original places. This exercise will ask students, working in small groups and using available data, to formulate hypotheses as to the causes of hunger.

A. Divide students into groups of 4 or 5. Assign each student a role and explain what that person is responsible for. Each group should have the following:

Praiser–responsible for keeping a positive tone
Recorder–writes answers on question sheet
Reporter–shares with rest of class the group's findings
Questioner–reads to group questions on question sheet
Focuser (for groups of 5)–keeps group on task

Remind the students of the process used when they proved (or disproved) their earlier hypotheses–they formulated an hypothesis and then proved it with the data. Tell students that this time, you will give them the data and ask them to formulate one or more hypotheses which they can support with the data. Their task as a group is to hypothesize some of the causes of world hunger.

B. Give each group a copy of the Statistics on World Hunger Handout (**Handout #2**) if you have not already done so, World Distribution of Arid Regions (**Handout #3**), and a copy of the Questions for Group Consideration (**Handout #4**). Have them begin. Allow about 10 minutes. During this time, circulate among the groups, checking to see that they are on task, that each is fulfilling his/her responsibility and that they are making progress. As necessary, offer direction.
After each group has worked for approximately 10 minutes, ask for general silence. Ask the Reporter in each group to read the group's hypotheses and have the members of the group "prove" each hypothesis with examples of relevant data. After each group has reported, write on the board a list of the causes of world hunger that they came up with. Add to the list if they have left out any major causes. The list should include the following:

Poverty
Population growth
Climate problems
Unequal distribution of wealth

Take time to thoroughly explain each to the group, incorporating the reasons that the students came up with.

VI. Summary:

Take a few minutes to help students process what they have learned in the lesson. Direct their discussion to positive action. You may wish to turn to **Part Three: Students *CAN* Make a Difference** to begin to plan what your students can do.

List of Countries

Assign one country from this list to each student in a class of 35. If you have more students, have some double up; if you have fewer students, leave some countries out. Try to keep the proportions accurate. Prepare a small sign (approximately 2 inches by 8 inches) with the name of each country. Make a blue stripe along the edge of the Asian, African, Latin American and Caribbean country sign. Make a red stripe along the edge of the remaining countries.

Asia (58%)
Afghanistan
Pakistan
Nepal
Bangladesh
India
Indonesia
Vietnam
Iraq
China
Thailand
Malaysia
Yemen
Cambodia
Mongolia
Laos
Bhutan
Syria
Iran
Jordan
Sri Lanka

Africa (11%)
Mali
Ethiopia
Tanzania
Chad

Latin America and The Caribbean (8%)
Bolivia
Peru
Haiti

United States and Canada (5%)
United States
Canada

Europe and the USSR (17%)
Belgium
USSR
Denmark
Finland
Netherlands
Czechoslovakia

Third World (Developing Countries)

Industrialized Countries

Note: The countries considered to be "Third World" or "developing" countries vary slightly depending on what definitions and what indicators are used to classify them. Portugal, Israel, Albania, South Africa, and Yugoslavia are sometimes grouped with the developing countries rather than the industrialized ones.

Source: Franz, Del. Exploring the Third World: Development in Africa, Asia and Latin America. *New York: The American Forum, 1987, Page 9.*

Statistics on World Hunger

	U5MR #/1000	GNP/Capita US$	Female Literacy Rate %	Population Growth Rate%	Calories as% of Daily Req.
Developed Countries					
United States	13	18,530	99	0.9	138
Canada	8	15,160	99	1.9	129
Belgium	13	11,480	99	0.1	146
USSR	32	4,550	98	0.8	133
Denmark	11	14,930	99	NA	131
Finland	7	14,470	99	0.4	113
Netherlands	8	11,860	99	0.4	121
Czechoslovakia	15	5,820	99	1.1	141
Developing Countries					
Afghanistan	300	NA	8	-0.8	94
Pakistan	166	350	13	3.7	97
Nepal	197	160	12	2.6	96
Bangladesh	188	310	22	2.7	83
India	149	300	29	2.2	100
Indonesia	119	450	65	1.8	116
Vietnam	88	NA	78	2.2	105
Iraq	94	3,020	41	3.5	124
China	43	290	56	1.3	111
Thailand	49	850	88	1.8	105
Malaysia	32	1,810	66	2.3	121
Yemen	190	590	3	2.9	91
Cambodia	199	NA	39	2.6	98
Mongolia	59	NA	90	2.1	116
Laos	159	170	43	2.1	104
Syria	64	1,640	45	3.5	131
Bhutan	197	150	NA	1.9	NA
Iran	90	NA	39	3.9	138
Jordan	57	NA	63	3.7	121
Sri Lanka	43	400	83	1.6	110
Mali	292	210	11	2.9	86
Ethiopia	259	130	5	1.8	71
Tanzania	176	180	70	3.7	96
Chad	223	150	11	2.3	69
Bolivia	172	580	65	2.7	89
Haiti	171	360	35	1.8	84
Peru	123	1,470	78	3.2	93

Sources: *The State of the World's Children, 1990*. Oxford: Oxford University Press, 1990.
Sivard, Ruth. *World Military and Social Expenditures 1989*. Washington, D.C.: World Priorities, 1989.

World Distribution of Arid Regions

Source: UNESCO map, as printed in World Meterological Organization's "Climate Variations, Drought and Desertification," by F. Kenneth Hare, 1985.
As reprinted in *World Eagle Inc.*, 64 Washburn Ave., Wellesley, MA 02181.

Question Sheet for Group Work

Directions: Carefully consider the questions and proceed through them in order. The Recorder should write the answers that the whole group agrees to on the answer sheet.

I. Look at the Statistics on World Hunger.

A. Circle the names countries with population rates above 2%. (This is a very high percent even though it doesn't sound big. At a population growth rate of 2%, the population of the country will double in approximately 25 years.)

B. Put a check next to the names of the countries whose calories as % of daily requirement falls below 100%.

C. Place an "X" next to the names of countries which have a female literacy rate below 50%.

D. Now, answer these questions:

- How many country names are circled, have a check and have an "X" next to them?
- In each of these categories–circled, checked and "Xed"–are these countries Developed or Developing?
- Remember that a relatively high U5MR (Under 5 Mortality Rate) usually indicates poor health and hunger in that country. Which countries have higher U5MR, Developed or Developing?
- Do countries with population growth rates over 2% have high or low GNPs?
- Do countries with a relatively high U5MR have high or low GNPs?
- Do countries whose calories as a % of daily requirement fall below 100% have a high or low GNP?
- Do countries with low female literacy rates have a high or low GNP?

E. Look over your answers. Try to complete the hypothesis written below:

Countries with relatively _____ (high or low) GNPs tend to have relatively high U5MRs. Since U5MR reflects the state of health and hunger in a country, _____ (rich or poor) countries have _____ (more or less) problems with hunger and health than rich countries. Other factors that seem to be linked with health and hunger problems are: _____, _____ and _____.

II. Look at the World Distribution of Arid Regions Map.

A. Write the names of the continents on the appropriate places on the map.

B. Write the names of the continents that have a lot of arid regions.

C. Are the countries located on these continents mostly Developed or Developing Countries?

D. Write an hypothesis that links arid climate with hunger and health problems:

III. Now, after all that work, can you list 4 or more possible causes of world hunger?

Part Two: Children and Justice

Teacher's note: The activities included in this unit are structured in a sequential fashion. Depending on time availability and the appropriateness of the activities to your particular class, you may wish to select among the activities to create your own curriculum. With minor adjustments, each subsection could be used by itself. However, some possible combinations are:

Sections IC, ID, IE, IIB, IV
(approximately 45 minutes)

Sections IC, ID, IE, IIA, III, IV
(approximately 45 minutes)

Objectives

1. To know what the rights of children are.
2. To understand the need for the protection of children's rights.
3. To introduce the United Nations Convention of the Rights of the Child and to appreciate the need for all nations to ratify the Convention.
4. To hear the voices of children whose rights are being violated.
5. To understand that students can make a difference, and to identify ways in which students can act.

Materials

- a chalk board or large sheets of paper
- copies or transparencies of Student Handouts
- overhead projector (if you are using transparencies)

"Why have children's rights never been implemented? Why has a world full of parents been unable to keep any of its promises to children? Because children have no votes. They have no political power. They lack even the other kind of power which comes from the barrel of a gun."
—T. Vittachi

Lesson Plan: Children and Justice

I. Definition of the Rights of the Child:

A. Explain that today's lesson will focus on the rights of the child. Explain that for many years, the countries of the world have agreed that there are fundamental freedoms and protections that all human beings are entitled to, no matter who they are or where they live. This was officially stated by the United Nations in 1948 in a document called the Universal Declaration of Human Rights. Distribute copies of **Student Handout #1** or make a transparency and display it on an overhead projector for the class to see. Tell the students that this is a summary of the Universal Declaration of Human Rights. Go over each item and explain it to the class. If you wish and you have time, you could ask small groups of students to work together to understand each item.

B. Tell students that the Universal Declaration of Human Rights mentioned that "motherhood and childhood are entitled to special care and assistance." Tell the class that you are going to ask them a question and that you want them to think about their answer silently for a while before you call on them. Ask the question: **"Why should children have special rights?"** After a minute, ask students to share their thoughts on the matter. In the course of the discussion, make sure that the students understand that children have the same basic rights as adults. However, because of their physical and mental immaturity, children are especially vulnerable and require special rights to protect them and to meet their unique needs.

C. Tell the class that you would like them to come up with their own list of the specific rights that children around the world should have. To do this, you are going to ask them to work in small groups.

1. Divide your class into groups of four or five students each. As you make these groups, try to create heterogeneous groups so that each group contains students who are reticent to participate and those who participate eagerly, etc. Have each group sit together, preferably around a table. After each group has taken its seat and is silent, continue with the instructions.

2. Tell the class that you are going to give them a few minutes to brainstorm. During that time, you want the members of each group to take turns naming one specific thing that is an example of a right that all children should have. In order to decide who will go first in the group, have each group figure out who in that group has the next birthday. That person will start by naming one right; the person on that person's left will continue by naming another right and so on until you call time. Indicate to the students that this should be a rapid process and that each person should contribute his or her idea as quickly as possible. Each member of the group should have several times to volunteer an answer in the time period. **Note**: If the students have trouble getting started, pose some questions to get them thinking along the right track. For instance: Is it right for a child not to have a home and to have to live in a shelter? Do you think that all children get enough of the right food to eat? Should children be drafted into the military? Should children have to go to school? Should there be limits to the number of hours a child can work and to the types of jobs a child can hold? Should children be protected from illegal drugs?

3. After about three or four minutes, call time. Ask each student to think about one of the rights that were discussed in his/her group. If anyone has trouble remembering one, encourage that group to help remind him/her. Once each student has one right in mind, ask everyone to stand up who can think of at least one right that children should have.

4. All the students should be standing. If anyone is not standing, ask his/her group to help that person come up with a right. Tell them that you are going to record their thoughts on the board. The rule is that as each student gives his/her idea, that student should sit down. If another student gives your idea, you should sit down, too. Call on a student to give his/her right. Write what the student says on the board; if possible, use the student's own wording. Remind that student, and any other who thought of that right, to sit down. Continue until every student is seated.

5. Now ask the students to look over the list that the class came up with. Congratulate them on their hard

work and ask if anyone has another right to include in the list. The list may include items such as:

- *right to a home*
- *right to have enough to eat*
- *right to an education*
- *right to be loved*
- *right to play*
- *right to get help from a doctor*
- *right not to fight in a war*
- *right not to be sexually abused*
- *right to say what you think*
- *right to wear what you want*

D. Tell students that in 1989 the United Nations came up with a document called the U.N. Convention on the Rights of the Child. It includes many of the rights that you have listed. All the rights can be categorized under three main headings:

The Right to Survival
The Right to Protection
The Right to Develop

1. Give each group a copy of **Student Handout #2**. Appoint one member of each group to be the recorder. Instruct the groups to use the list that the class compiled and place each item under the most appropriate heading. Each member of the group should participate in the process but only the recorder should write on the Handout. If they want, after they have done this, they may add other items to the list.

2. After several minutes, go over what the students have come up with. A good way to do this would be to go down each item on the list and ask the class where they placed it. Once the class has come to an agreement as to which category it belongs in, write the appropriate letter next to the item on the board: "S" for Survival, "P" for Protection, "D" for Develop. Pause as needed to explain how each item fits into the category.

3. Distribute copies of the Summary of the U.N. Draft Convention on the Rights of Children (**Handout #3**). With the class, compare the items listed in the summary with those that the students thought of.

E. Summarize what has been accomplished so far. Some suggested methods are: 1) Ask each person to share one thing they have learned. 2) Go over each of the major items covered (Universal Declaration of Human Rights, U.N. Convention on the Rights of the Child, why children need special protection) and ask for a volunteer who can share some important knowledge about each.

II. Dimensions of the Problem:

A. Distribute copies of **Student Handout #4–One Day in the Lives of U.S. Children**. Explain that children all over the world and in the United States have their rights abused.

1. Go over each item. For each, ask students to explain what right has been abused. You may wish to add to the list that the class started under Part I.

2. In order to impress upon the students the magnitude of the problem, assign each student an item on the list and ask them to calculate how many children that would be in one year (365 times the number in a day). [***Note:*** Some items are not appropriate for this, for example: children in adult jails may not change each day.]

3. In order to bring the numbers home, you may wish to compare the numbers to the number of children in the class. For example, with a class of 30, you could have every student stand representing the number of children injured by guns each day or ask 27 to stand representing the number of children who die from poverty each day.

B. Distribute copies of **Student Handout #5–Case Studies**. Explain to the class that the problems faced by children in Developing Countries are somewhat different than those faced by children in the United States.

1. Have each child read the case studies. Instruct them to put a star in the margin next to each item that they think might be an abuse of the rights of the child.

2. When all the students have completed the case studies, ask them to share the abuses that they found. Write the students' findings on the board. Engage in a discussion that compares the types of problems found in the case studies with the problems in America. Try to emphasize similarities, such as children being dependent on others to provide the services, care and protection that they need to develop and live happy lives.

Note: You may wish to obtain copies of **Facts: Children At Risk**. This two page Fact sheet is one in a series, each covering a facet of Global Education. The

facts and figures provided may be a valuable resource for your class. The Fact sheets are available through the Office of Global Education, Church World Services, 2115 N. Charles St., Baltimore, MD 21218-5755.

C. Ask the entire class to be silent. Wait about 30 seconds before asking the students how they feel. Students may indicate a sense of guilt, powerlessness, helplessness or anger. Help students understand that the abuses of rights in the case studies are systemic, long-term problems that will require the careful and concerted attention of all the world's people and leaders. While this may seem discouraging, tell students that the next two sections will address some issues which can well be addressed in the next 5 to 10 years.

III. The Principle of First Call:

Explain to students that in contrast to the problems cited in the case studies of Section II, there are many abuses of children's rights which can be addressed rapidly and effectively if the people of the world wish to. To this end, the Convention on the Rights of the Child encompasses a very important concept. This concept is called the Principle of First Call, meaning that each country must give first priority for all their resources and energies to go towards helping meet the needs of children. Behind this idea is the fact that there are enough resources and technology to improve the lives of children around the world **if the people of the world choose to use their resources to help children**.

A. Distribute **Student Handout #6 (Estimated Child Deaths and Lives Saved, 1990–2000)**. Remind students that U5MR means "Under 5 Mortality Rate" or the number of children per 1000 who die before they reach the age of 5. Help students understand that this is a projection over the next ten years. **Note**: the middle line (deaths based on current trends as of 1990) is based on recent progress in halting the number of deaths of children under the age of 5. For the bottom line to be achieved (slowing down the U5MR), more resources will have to be directed at fighting the causes of deaths in children under 5.

5. The top line represents an increase in the number of under 5 deaths if there is any slacking off in current efforts to aid children.

B. Distribute **Student Handout #7 (Causes of Child Deaths and What $50,000,000,000 Can Buy)**. Direct students' attention to the Causes of Child Deaths. Help students read this graph. Point out that there are 4 major causes of deaths among children (diarrhea, respiratory infections, measles and neo-natal tetanus) and that many of these deaths could be prevented at low cost.

C. Write the number $50,000,000,000 on the board. Explain that if there was a 5% reduction in world military budgets, that much money would be available to protect people and especially children. Direct students' attention to the other half of **Handout #7–What $50,000,000,000 Can Buy**. Take time to go over the list, emphasizing safe water and sanitation, maternal health and education, supplementary feeding programs, community health posts, and immunization for all children. You may wish to refer back to Causes of Child Deaths in order to emphasize the number of lives that could be saved with such a policy (the bottom line).

IV. Summary

Take a few minutes to summarize what has been covered in the lesson on the Rights of the Child. Encourage students to draw connections between the Hunger unit and the Justice unit. Point out that they are really both part of one problem–the equitable distribution of goods and services on a community and global scale.

Turn to **Part Three: Students *CAN* Make a Difference** and help students appreciate that they can help. You may wish to adopt one or more of the activities as a class project.

The Universal Declaration Of Human Rights

(Summary)

All human beings have the right:

- to life, liberty and the security of person
- to freedom from slavery and discrimination
- to a family and to marry
- to own property
- to a nationality and to participate in government
- to education, work, rest and leisure
- to an adequate standard of living and security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond their control

Source: Castelle, Kay. *In the Child's Best Interest, A Primer on the U.N. Convention on the Rights of the Child, 3rd Ed.* New York: Defense for Children International-USA, 1990. p.2.

Rights of the Child

Place the items you have come up with under the heading that most closely represents the type of right you have in mind.

The Right to Survival – through the provision of adequate food, shelter, clean water and health care.

The Right to Protections – from abuse, neglect and exploitation, including the right to special protection in times of war.

The Right to Develop – in a safe environment, through the provision of formal education, constructive play, advanced health care, and the opportunity to take part in the life of one's culture without discrimination.

Source: Castelle, Kay. *In the Child's Best Interest, A Primer on the U.N. Convention on the Rights of the Child, 3rd Ed.* New York: Defense for Children International-USA, 1990. p.5.

Summary of the U.N. Convention On the Rights of Children

by Defense for Children International–U.S.A.

Unofficial Summary of Articles

The U.N. Convention on the Rights of the Child, adopted by the General Assembly in the fall of 1989, addresses the social, economic, cultural, civil and political rights of children, and defines the obligations of adults towards children. Although protections for children are contained in other international instruments, this convention consolidates existing international law on children, establishes new standards and addresses needs not previously considered. On December 9, 1988, after nine years of deliberations, the open-ended working group of government representatives finished the second reading of the Convention. The working group amended some of the wording contained in previously published articles, and reordered and renumbered them.

In the following unofficial summary, prepared by DCI-US, the synopsis of each article was taken from a text of the Convention based on three U.N. working papers. This text may be modified by the U.N. Commission on Human Rights and the Economic and Social Council of the U.N. in the spring of 1989, and by the U.N. General Assembly in the fall.

Article 1: Definition of Child
Every person under 18, unless national law grants majority at an earlier age.

Article 2: Freedom from Discrimination
Rights in the Convention to apply to all children without exception: the State to protect children from any form of discrimination or punishment based on family's status, activities or beliefs.

Article 3: Best Interests of Child
The best interests of the child to prevail in all legal and administrative decisions; the State to ensure the establishment of institutional standards for the care and protection of children.

Article 4: Implementation of Rights
The State to translate the rights in the Convention into actuality.

Article 7: Name and Nationality
The right to a name and to acquire a nationality; the right to know and be cared for by parents.

Article 9: Parental Care and Non-Separation
The right to live with parents unless this is deemed incompatible with the child's best interests; the right to maintain contact with both parents; the State to provide information when separation results from State action.

Article 10: Family Reunification
The right to leave or enter any country for family reunification and to maintain contact with both parents.

Article 14: Freedom of Thought, Conscience and Religion
The right to determine and practice any belief; State to respect the rights of parents or guardians to provide direction in the exercise of this right.

Article 16: Protection of Privacy
The right to protection from arbitrary or unlawful interference with privacy, family, home or correspondence, or attacks on honor and reputation.

Article 19: Abuse and Neglect
The State to protect children from all forms of abuse, neglect and exploitation by parents or others, and to undertake preventive and treatment programs in this regard.

Article 24: Health Care
The right to the highest attainable standard of health and access to medical services; the State to attempt to diminish infant and child mortality, combat disease and malnutrition, ensure health care for expectant mothers, provide access to health education, develop preventive health care, abolish harmful traditional practices and promote international cooperation to achieve this right.

Article 33: Narcotics
The State to protect children from illegal narcotic and psychotropic drugs and from involvement in their production or distribution.

Article 34 : Sexual Exploitation
The State to protect children from sexual exploitation and abuse, including prostitution and involvement in pornography.

Article 35: Sale and Trafficking
The State to prevent the sale, trafficking and abduction of children.

Article 37: Torture, Capital Punishment and Deprivation of Liberty
The State to protect children from: torture or other cruel, inhuman or degrading treatment; capital punishment or life imprisonment for offenses committed by persons below the age of 18; an dunlawful or arbitrary deprivation of liberty. The right of children deprived of liberty to be treated with humanity and respect, to be separated from adults to maintain contact with family members and to have prompt access to legal assitance.

Article 39: Rehabilitative Care
The State to ensure the physical and psychological recovery and social reintegration of child victims of abuse, neglect, exploitation, torture or armed conflicts.

Article 42: Public Awareness
States to make the rights contained in this Convention widely known to both adults and children.

Passed unanimously by the U.N. General Assembly on Nov. 20, 1989.
Complete text of the 54 Articles can be obtained from:

Defense for Children
International-U.S.A.
210 Forsyth Street
New York, New York 10002

One Day in the Lives Of U.S. Children

689	babies are born to women who have had inadequate prenatal care
105	babies die before their first birthday
27	children die from poverty
10	children die from guns
30	children are wounded by guns
6	teenagers commit suicide
135,000	children bring a gun to school
211	children are arrested for drug abuse
437	children are arrested for drinking or drunken driving
1,512	teenagers drop out of school
1,849	children are abused or neglected
3,288	children run away from home
1,629	children are in adult jails

Source: *Children 1990, A Report Card, Briefing Book, and Action Primer*. Children's Defense Fund, 1990. p.4.

Case Study: Brad, 19 years old, South Africa

I was arrested on Thursday, the 19th of June. It happened half past four in the morning while I was sleeping. The police told my parents they were only investigating a case, and, after questioning me that very day, I would be released.

I was pushed into the prison itself, actually forced upstairs, straight into the interrogation room. At first I was accused of being involved in a bomb attack several months before. I was able to prove I was not present and did not know anything about it. After that they changed it; they said I was involved in grenade attacks. So after about two hours of interrogation, a major in the security branch, who had my file, said to release me.

But another security member said, "No, you cannot release this one. He's a president of a student organization. He knows everything. Therefore, you've got to detain him, you've got to assault him or torture him if you have to.

I was assaulted when I was brought into the offices. I was kicked around. I was forced to stand...with their feet in my eyes. I was punched around, of course, lifted against a wall. At one time I thought if I could get free I would commit suicide.

I was interrogated. I was forced to say that other students in the area were involved in the grenade attacks which I did not know at all.

I, myself, was detained three more months. The stress was heavy. From two o'clock in the afternoon to eight o'clock in the morning you sit without eating. You're put in an isolated cell and there's an intercom, and when they think you're going to study, they put the music on quite loud all the time.

There were 25 to 30 kids under fourteen. About 150 kids between fourteen and sixteen. About 5% were charged with crimes. One hundred percent were beaten.

Adapted From: Jupp, Michael. *Children Under Apartheid–A Report to the United Methodist Church on Conditions Facing Children in South Africa.*New York: Defense for Children International-USA, 1987. pp. 117-120.

Case Study: Sabrin Yassin, age 12, Lebanon

We are hungry. First we lived in the Chatila refugee camp. My father had a bicycle shop, he also repaired motorbikes. When the war started we lost our house and had to live in an old school building. Since that time we have been running from one place to another. Just recently the police came to drive us out of the Koraytem school near Beirut. They said the school was to be used again for educational purposes. Again we had to pack our things and move. My brother Adel, who is six, sometimes cries with hunger. My father has been out of work for a long time and because of that we could not go to school for a year. But when UNICEF heard about our situation they enrolled us at a school. It is a nice school but the situation at home is terrible. My mother has no money to buy bread and the garage where we now live leaks. When it rains we all get wet. I also got new shoes from UNICEF because I could not go to school without shoes. Every day I hope that peace will finally come.

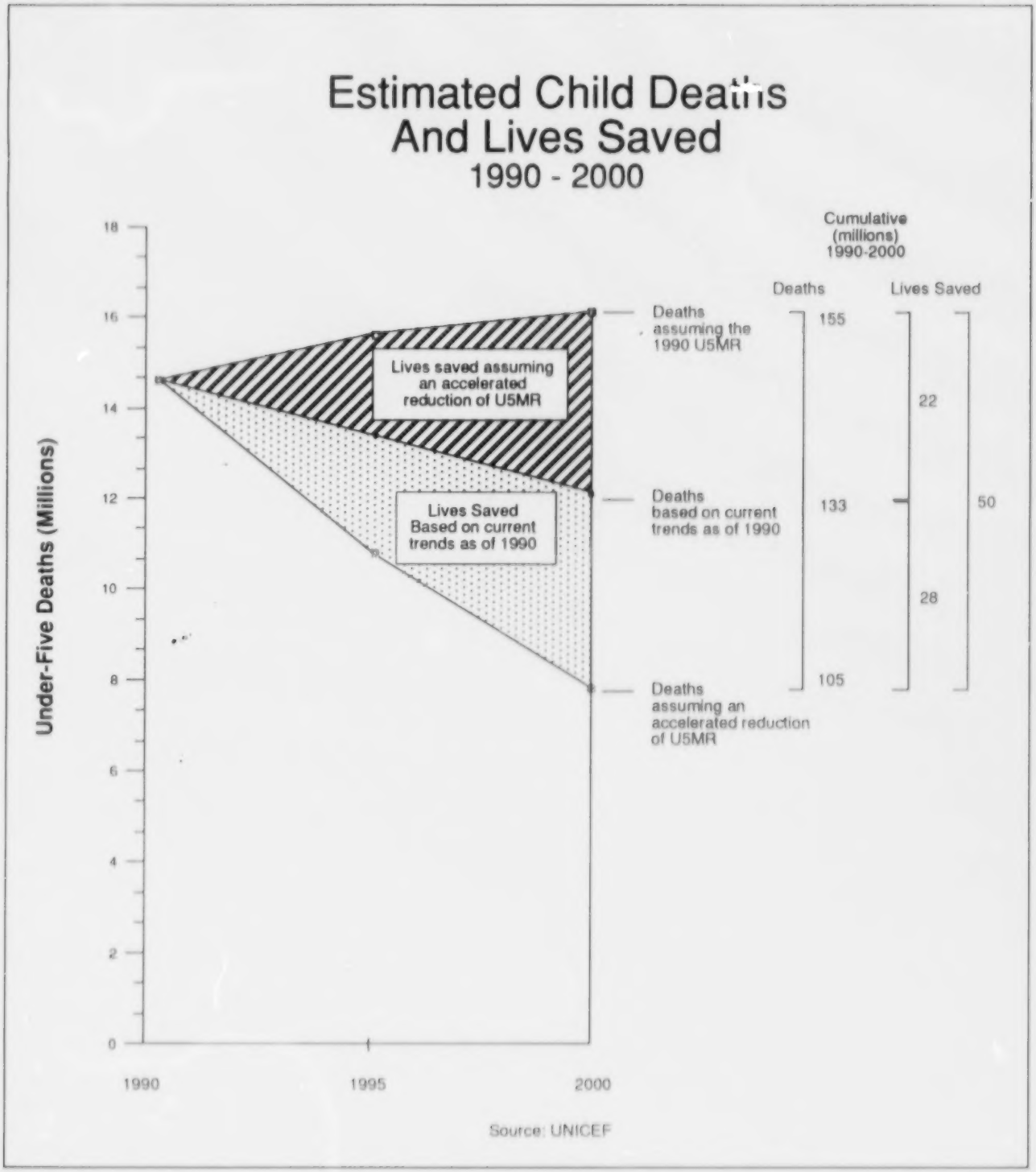
Source: van Noord, Jos. *They Say Peace is Nice–What the Children of Lebanon Think about Fourteen Years of War.* UNICEF, 1988. p.19.

Case Study: Ricardo, age 12, Brazil

Ricardo is one of Brazil's child "gangsters", said to be dangerous. He crouches in the dust to tell me about his life. He works for a gang checking out possible scenes for planned assaults or robberies. When I ask why he steals, he says: "There are some people who have everything. I have nothing. I steal because when I ask, they give me nothing." Twelve-year-old Ricardo once had a job but left because he was cheated by his employer: "Children's work is slavery," he says.

Ricardo is under no illusions about the risks that his life-style engenders: "Once you get caught, you are marked. You are beaten and tortured. You can be killed". He touches a graze on his throat that he says was caused by a police truncheon; his body is a diary of punishing encounters. He has been arrested three times, twice shut up with adult prisoners and taken to State internment centers for children, from which he escaped: "Last time I was tortured so badly the police just let me go". Like other countries, Brazil is frightened of its abandoned children and reacts violently to their transgressions. I asked Ricardo what he will be doing in 10 years time. He shrugs and spits into the dust: "In 10 years I think I will be dead."

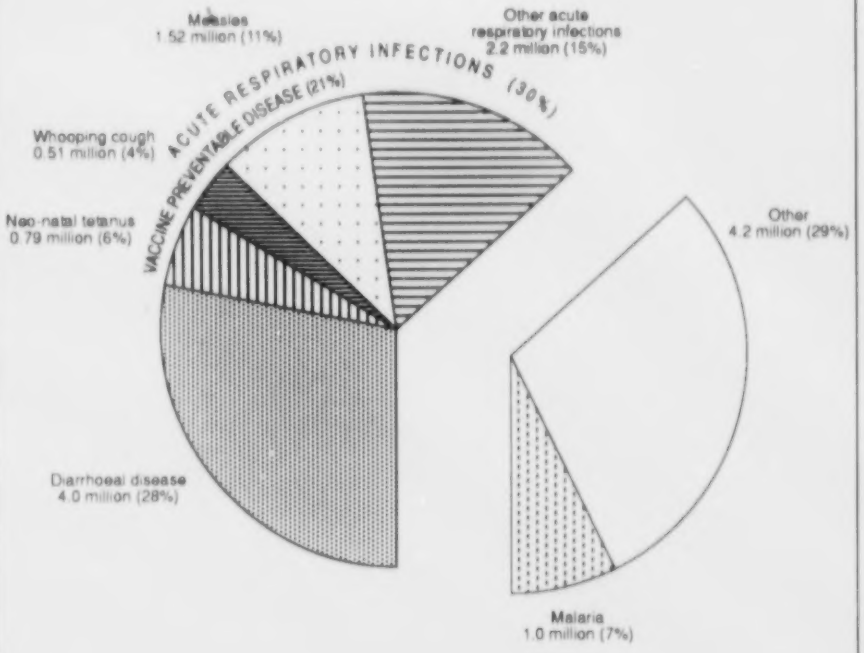
Source: Swift, Anthony and Annie Allsebrook. "Victims of Rescue." *New Internationalist*, April 1989. p.13.


Estimated Child Deaths
And Lives Saved
1990 - 2000
Under-Five Deaths (Millions)
18
16
14
12
10
8
6
4
2
0
1990
1995
2000
Lives saved assuming an accelerated reduction of U5MR
Lives Saved Based on current trends as of 1990
Cumulative (millions) 1990-2000
Deaths
Lives Saved
Deaths assuming the 1990 U5MR
155
22
Deaths based on current trends as of 1990
133
50
28
Deaths assuming an accelerated reduction of U5MR
105
Source: UNICEF

Causes of Child Deaths

Almost two thirds of the 14 million child deaths each year are accounted for by just four specific causes – diarrhoea, respiratory infections, measles and neo-natal tetanus. The great majority of these deaths could now be prevented at very low cost.

Annual deaths of children under five by main causes*



For the purposes of this chart, one cause has been allocated for each child death. In practice, children often die of multiple causes, and malnutrition is a contributory cause in approximately one-third of all child deaths. Measles deaths are sometimes ascribed to acute respiratory infection as a severe case of measles renders a child highly susceptible to other infections and pneumonia is often the ultimate reason for a death for which measles is primarily responsible.

Source: UNICEF's *State of the World's Children 1990*, Oxford: Oxford University Press, 1990. WHO and UNICEF estimates.

What $50,000,000,000 Can Buy

	Billion $
Environmental clean-up of nuclear bomb plants Production of nuclear weapons is one of the most environmentally dangerous operations in the world. For global health and safety, existing facilities must be decontaminated, sites cleaned of radioactive wastes. Costs in the US alone: $150 billion.	20.0
Safe water and sanitation One-third of the world population lacks safe water, over half lacks sanitation facilities — two deficiencies which contribute to three-fourths of illnesses in poor countries. Both are major health priorities, which can be met if funds are available.	12.0
Maternal health and education Repeated child bearing, pregnancy at an early or late age, all pose high health risks. 1,400 women die daily from pregnancy-related causes. Women's education, family planning, prenatal care can save lives of women and children and reduce high birth rates.	6.0
Research Health research has not been a major element in government funds for research, yet both needs and potential are enormous. Priorities include: vaccines for malaria, AIDS, influenza, family planning; antiviral agents; low-cost, sturdy waste pumps.	5.0
Supplementary feeding programs Over 900 million children and adults are malnourished. Children who survive malnutrition in early life are mentally and physically handicapped; 250,000 lose their sight for lack of vitamin A. Supplementary feeding to give 300-400 calories per day, essential vitamins, and iron fortification cost about $30 per child per year.	3.0
Community health posts Over 1 billion people do not have access to local health services. The health-for-all goal requires a genuine primary care network. The first line of defense is a community health post, with an aide who has been given basic training in preventive care and in the most common health problems of the area.	1.3
Immunization for all children One of the most cost-effective of all health services, immunization is still under-utilized. It is saving 1.9 million children a year, yet reaching only 60 percent of the newborns. Full immunization against six deadly diseases costs about $10 per child.	1.0
Reliable technology Simple technology could greatly improve patient care and access to health care, e.g. solar-powered refrigeration for vaccines, mobile clinics for immunization outreach, motor bikes for health workers to make regular visits to families in the community.	.8
Funding the World Health Organization As international agent for 166 member states, WHO plays a key role in training manpower, providing technical aid, setting goals for health, and monitoring progress. A doubling of the agency's budget, costing 14¢ per capita, would be a global bargain.	.7
Education and information Authorities increasingly recognize the value of public information on nutrition, hygiene, and other health related factors. Radio, TV, and now satellites can play a major role in helping people to help themselves to better health.	.2
	TOTAL 50.0

From Ruth Sivard, *World Military and Social Expenditures 1989*.

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Part Three: Students *CAN* Make a Difference

"Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has."
—Margaret Mead

Most authorities, including the President's Commission on World Hunger, agree that "the worst aspects of hunger and malnutrition can be eliminated within one generation if the human community acts cooperatively and decisively." We *CAN* make a difference!

A. Ask students to share ways that they know of where individuals, groups of individuals or nations have tried to help deal with some of the global issues discussed in this lesson. Students may come up with examples such as these:

- *Adopt a Child programs*
- *Personal/family donations to local or global agencies*
- *Live Aid, Band Aid, Comic Relief, We Are the World and similar efforts*
- *Direct foreign assistance (country to country)*
- *Aid from international agencies (Red Cross, UNICEF)*
- *Peace Corps, Church World Service*

Ask students to explain the quote: "Give someone a fish and s/he can eat for a day; teach someone to fish and s/he can eat for a lifetime." Ask students, based on what they have learned, whether such a solution would solve all the problems.

Help students understand the difference between short-term assistance (e.g. Red Cross relief efforts after a disaster) and long-term assistance (e.g. programs to develop reliable water supplies). Emphasize the need for both.

B. Ask students to **brainstorm ideas of what they can do** to help. After they have exhausted their ideas, distribute copies of **Handout (Signs of Hope)** to show what other students have done. Have students reflect on each example, encouraging students to consider the feasibility in their school or community organization.

C. Share with the students these other possibilities. [Note: You may wish to adopt one or more of the activities as a class project.]

1. Join a community group doing something about hunger and/or the rights of the child at home or on a national or international level.
a) Contact Church World Service, your denominational hunger/rights office, or other volunteer agencies for suggestion on how to raise funds for their efforts. Church World Service has 25 regional offices located in communities throughout the U.S. For information on the regional office nearest you contact:

Office of Community Outreach,
Church World Service
P.O. Box 968, Elkhart, IN 46515
(219) 264-3102

b) Contact InterAction for a brochure listing the names and addresses of volunteer organizations working on the problem of world hunger and rights of the child.

InterAction
200 Park Avenue South,
New York, NY 10003
(212) 777-8210

2. Find out about a food pantry, soup kitchen or child-care center in your community and volunteer your services.

3. Investigate hunger, poverty and child rights in your own community. Who are the people most affected near you? Invite those working with poor people to speak to your class.

4. Educate others:

"Sometimes I look around me and see that we're becoming more and more self-centered, pre-occupied with money and material things. When I see that happening to kids I get sad. We children should try not to adopt the ways of adults. Sometimes kids say to me 'Don't you think it would be better if they just dropped the bomb?' The only thing I can say is 'I think it would be better to do something about it.'" —Hilary Whelan, U.S.A., age 17

In school – Arrange assemblies featuring films or speakers; develop a children's rights team or hunger education team to visit other classrooms or schools in the district; create posters for display, recommend books or magazine subscriptions for purchase by your school library. (See Additional Resources Section for films, videos, magazines, and books.)

In your community – Visit local civic groups, e.g., Elks, Rotary, Kiwanis, and Lions clubs, to make presentations; place posters in local stores; urge your religious group or club, e.g., Boy Scouts/Girl Scouts, to arrange special programs.

5. Sponsor a feast-or-famine meal at your school, club or house of worship. Get reservations in advance and prepare rice and beans for two-thirds of the guests, and steak, potatoes, vegetables, dessert, and drink for the other third. After the meal, discuss world hunger with the parents and identify ways in which you can do something. This meal could also prompt discussion about nutrition, and how the world's resources (land, water, etc.) are used to grow food. Is the goal to have everyone in the world eat steak? Note that rice and beans are a good protein source. Compare how much land it takes to grow grain to produce animal protein vs. grain for human consumption. See *Diet for a Small Planet*, by Frances Moore Lappe as a source for discussion.

6. Organize a "Read for Children" program in which students find sponsors for a week of reading. The sponsors pledge money for every minute of uninterrupted reading the students undertake at night. Try additional Resources Section for suggested readings if you want to specify hunger or children's rights related topics. The money raised by the class or school can then be donated to a group fighting hunger or working for children's rights.

7. Organize a "Fast for Hunger" at school. Have students donate the money normally spent on lunch to a project to help the hungry. During the specified lunch time, organize speakers, discussion groups, or films on hunger projects.

8. Organize a Thanksgiving food drive for the hungry in your community.

9. Write to your representatives urging them to work toward increasing food and development aid to the hungry people of the world and to support ratification of the UN Convention on the Rights of the Child.

Congressperson _____
US House of Representatives
Washington, D.C. 20515

Senator _____
US Senate Office Building
Washington, D.C. 20510

President _____
The White House
Washington, D.C. 20500

10. Hold a debate. Suggested topics include:
Are food aid and development aid the same?
Do children need special rights and protections above and beyond those already granted to adults?

11. Change your patterns of consumption. Don't waste food. Give up, even for a short time, some luxury purchase, e.g., candy, soda, and donate the money saved to a hunger organization. Evaluate the consumption patterns at your school.

12. Write to local papers urging them to cover issues of hunger and children's rights. Write a letter to the editor in your local paper sharing your perspective on the issues. Write an article on hunger and children's rights for you school or community organization newspaper or newsletter.

BEST COPY AVAILABLE

Signs of Hope

Students CAN make a difference. We list here just a few examples of the energy, imagination and feisty determination of your fellow students around the United States. Together these examples, and the many we could not list, form a powerful mosaic of compassionate action. What piece might you add to this picture?

Organizing a City Wide Conference

Students at several Chicago high schools joined a Church World Service Regional Office and an association of teachers to host "Changing Course on Planet Earth: Justice For People in Partnership with the Earth." Over 600 students in the Chicago metropolitan area attended. Planning is under way for next year's event.

Organizing a School Club

At St. Joseph's high school in South Bend, Indiana, students concerned about hunger created their own club, modestly called the Hunger Abolition Corps. Over several years they have held school assemblies on issues related to hunger, sponsored fundraising events for both international and domestic hunger, and encouraged teachers to address these issues in their classrooms. From a membership of five it has grown to become the largest non-athletic extra-curricular activity in the school.

Rafting for Peace

High School students on the West Coast of the United States joined with Soviet counterparts in a unique experiment in international cooperation–rafting the Grand Canyon. Sponsored by Project Raft, based in San Francisco, this represents one of many efforts to meet, link and work with students from different cultures, perspectives and races.

Demonstrating for Justice

The Los Angeles Students' Coalition, in addition to working to help the homeless and farm workers in their community, organized a demonstration in support of child victims of apartheid in South Africa. Twenty-seven students protested in a Beverly Hills office building which housed the South African Consulate. After effectively closing down the building for 3 days, the students were joined by 1000 other students in a march against the unfair treatment of children in South Africa.

Recycling to Help the Homeless

Middle School students at Friends School of Baltimore have combined saving the environment and helping the homeless. Students organized an on-going aluminum can recycling project. Almost 2 tons of cans were recycled and 80% of the student body took part in the effort. All proceeds were sent to a local housing coalition which build homes for the homeless.

"It seems to me like this age, 15 years old, is when you really start thinking about things, thinking about your life, and it's good to feel you can do something about the things you don't agree with."
—Regina Hunter, age 15

Part Four: Additional Resources

Sources for Data:

Black and White in America: Key Facts. Washington, D.C.: Children's Defense Fund, 1985.

Children, 1990, A Report Card, Briefing Book, and Action Primer. Washington, D.C.: Children's Defense Fund, 1990.

Hunger 1990: A Report on the State of World Hunger. Washington, D.C.: Bread for the World Institute on Hunger & Development, 1990.

Kidron, Michael and Ronald Segal. *The New State of the World*. New York: Simon and Schuster, 1987.

Sewell, John W. and Stuart K. Tucker, ed. *Growth, Exports, and Jobs in a Changing World Economy, Agenda 1988*. New Brunswick: Transaction Books, 1988.

Sivard, Ruth Leger. *World Military and Social Expenditures 1989*. Washington, D.C.: World Priorities, 1989.

The State of the World's Children, 1990. Oxford: Oxford University Press, 1990.

World Development Report 1989. Oxford: Oxford University Press, 1989.

Magazines

New Internationalist. Monthly. Address: New Internationalist, 113 Atlantic Avenue, Brooklyn, NY 11201.

UNESCO Chronicle. Monthly. Address: UNIPUB, 205 E. 42nd Street, New York, NY 10017.

World Eagle. Monthly (10 issues). Address: World Eagle, 64 Washburn Ave., Wellesley, MA 02181. $30.95/yr.

World Press Review. Monthly. Address: World Press Review, Subscription Department, Box 915, Farmingdale, NY 11737.

Audiovisuals

Note: All A-V materials cited are available at no charge from Church World Service, Film Library, P.O. Box 968, 28606 Phillips St, Elkhart, Indiana 46515. Tel: (219) 264-3102. A listing of other films is available from the same address.

America's Children: Poorest in a Land of Plenty (52 min./VHS)
Author Maya Angelou narrates this insightful examination of the many areas in which the needs of children in the U.S. are being overlooked. (M.S.or H.S.)

An African Recovery (28 min./VHS)
Rural people and development workers are tailoring solutions to local needs and minimizing the risk of repeating the tragedy that ravaged the Sahel in the early and mid-80s. (H.S.)

The Business of Hunger (28 min./film, VHS)
Some multinational corporations acquire land in the Third World and grow crops for export, while the local people go hungry. Includes actions suggestions. (H.S.)

The Challenge to End Hunger (20 min./VHS of slides)
People from the Third World add their voices to those of Food First analysts in encouraging viewers to recognize and confront the systemic causes of hunger. (H.S.)

Children of Apartheid (49 min./VHS)
Walter Cronkite reports on the fate of thousands of black children under South Africa's state of emergency. Interviews with Rosanne, daughter of President P.W. Botha, and Zinzi, daughter of Nelson and Winnie Mandela, reveal vastly differing experiences and differing perspectives on apartheid. (M.S. or H.S.)

Child Survival Revolution (12 min./film, VHS, 3/4in.)
Low-cost, highly effective primary health care for children is now available thanks to improved technology and community-based efforts. (M.S. or H.S.)

Global Poverty (18 min./VHS)
The hunger problem is really the poverty problem, and food aid is not usually the solution. To make a difference, the people affected must be involved in planning. The Grameen Bank in Bangladesh is a grassroots solution that is making a difference. (M.S.or H.S.)

Hope is the Last Thing to Die (26 min./VHS)
The stories and struggles of Brazil's street children to survive in a hostile, sometimes violent environment.

Describes their daily routine, also examines the larger economic issues that push families to the edge and beyond.

The Politics of Food: A Question of Aid
(20 min./VHS)
A comparison of Bangladesh and the Indian state of Kerala illustrates alternative approaches to the challenges of development–food, health, education, employment.(H.S.)

The Politics of Food: Sharing the Land (20 min./VHS)
Rapid industrial expansion in Brazil has not trickled down to most Brazilians. Solutions to the problems of Third World debt and human poverty are essential. (H.S.)

The Politics of Food: The Avoidable Famine
(20 min./VHS)
Sudan is not without food; people have lost the means to buy it. Changes in farming methods have affected both the economy and the society. (H.S.)

The Politics of Food: The Food Machine
(20 min./VHS)
An introduction to the global effect of agribusiness and the causes and effects of the farm crisis in the US and Sudan. (H.S.)

The Politics of Food: The Hunger Business
(20 Min./VHS)
A close look at a large grain-trading multinational reveals the ways in which trade of agricultural products affects wealthy nations and poor ones. (H.S.)

Remember Me (15 min./film, VHS)
Poignant vignettes of children from around the world. (M.S. or H.S.)

Time Out (18 min./VHS)
Middle school students discover some surprising facts about hunger in this imaginative film. (M.S.)

Trees of Hope (20 min./film, VHS)
In Africa, the extensive use of firewood has led to deforestation. The village wood lot project in Niger offers hope for the land and for the people who depend on wood for fuel. (M.S. or H.S.)

With These Hands (33 min./film, VHS) and
Man-Made Famine (50 min. version/VHS)
Lack of support for Africa's women farmers may be a major cause of food shortages. Three women, from Burkina Faso, Kenya, and Zimbabwe, tell their stories and expose the problem and some possible solutions. (M.S. or H.S.)

Young Peacemakers (20 min./VHS)
A teenager learns from others what young people around the U.S. are doing to improve the lives of others.(M.S. or H.S.)

Books and Curriculum

Castelle, Kay. *In the Child's Best Interest, A Primer on the U.N. Convention on the Rights of the Child*, 3r ed. New York: Defense for Children International, 1990.

Ennew, Judith and Brian Milne. *The Next Generation, Lives of Third World Children*. Philadelphia, PA: New Society Publishers, 1990.

Food for All: Teaching Against Hunger. New York: Global Perspectives in Education, Intercom #102.

Franz, Del. *Exploring the Third World: Development in Africa, Asia, and Latin America*. New York: The American Forum, 1987.

Jupp, Michael. *Children Under Apartheid, A Report to the United Methodist Church on Conditions Facing Children in South Africa*. New York: Defense for Children International-USA, 1987.

Make a World of Difference: Creative Activities for Global Learning. Office on Global Education, Baltimore, MD. Friendship Press, 1990.

McCuen, Gary. *World Hunger and Social Justice*. Ideas in Conflict Series. Hudson, WI: GEM Publications, 1986. (Available from GEM Publications, 411 Mallilieu Dr., Hudson, WI 54016.

Rubin. *Food First Curriculum*. San Francisco: Institute for Food and Development Policy, 1984.

Teaching Development Issues. Manchester: Development Education Project, 1986.

van Noord, Jos. *They Say Peace is Nice. What the Children of Lebanon Think about Fourteen Years of War*. UNICEF, 1988.

Williams, Sonja. *Exploding the Hunger Myths, A High School Curriculum*. San Francisco: Institute for Food and Development, 1987.

Resources From the Office on Global Education

Please Prepay Orders. Prices below reflect printing costs only.

Quantity	Order No.		Amount
_____	AV 19	**Hunger Hotline Revisited: Global Food Crisis** 17-minute color filmstrip with pulsed cassette tape, script and study guide.	$10.00 _____
		Children Hungering for Justice Two 1-hour sessions on world hunger and children's rights for entry level learner, available for grades: _____ K-4 ED 9160 _____ 5-8 ED 9161 _____ 9-12 ED 9162	$3.00 ea. _____
_____	ED 8306	**Child of the Universe** 4-minute slide show with pulsed tape. A reflection on the oneness of the human family. Song-text: Desiderata. Upbeat, moving, meditative.	$20.00 _____
_____	ED 8607	**No More Separate Futures** 9-minute slide show with pulsed tape and script. An exploration of issues that demand a global perspective. Factual data based on thought-provoking questions.	$20.00 _____
_____	ED 10	**World Hunger: Asking the Right Questions** Global Education Reprint by Susan George	One free sample. Bulk price: 1-10, 50¢ each. Over 10, 35¢ ea. _____
_____		**Annual CWS Global Calendar** Large full-color calendar (10-1/2" x 24") with prize-winning photos of life in developing countries. Also includes information on global issues such as food production, appropriate technology, water and health.	$16.00 _____ Available fall of each year for the following year.
_____		**Global Greeting Cards** 10 cards (blank inside) with envelopes; selected photos from CWS Global Calendar. *Sold as a set only.*	$8.00 _____
		Fact Sheets Beginning briefing sheets on facts and resources. (One free sample of each sheet available)	5¢ each _____
_____	ED 9141 Facts: Security at Risk	_____ ED 9147 Facts: Water	
_____	ED 9142 Facts: Children at Risk	_____ ED 8848 Facts: Global Illiteracy USA	
_____	ED 9043 Facts: Environment at Risk	_____ ED 9149 Facts: Refugees	
_____	ED 9044 Facts: Hunger: Myths and Realities	_____ ED 9050 Facts: Debt	
_____	ED 9045 Facts: Rural Crisis	_____ ED 9051 Facts: Drugs	
_____	ED 9046 Facts: Women at Risk	_____ ED 9152 Facts: South Africa	
		New Global Issue Curricula Three 50-minute (expandable to 90-minute) action oriented curricula on important global issues facing us today. (Free) _____ South Africa CE 9056 _____ Environment CE 9057 _____ Debt CE 9058	

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Global Education
"A World's-Eye View"

Global education or education for global justice is a process which helps people understand the conditions of hunger, poverty and oppression and why these conditions exist and persist. Global education arouses and nurtures in individuals a commitment to envision and actively promote a more just, sustainable, participatory and thus, human global environment.

Office on Global Education

The CWS Office on Global Education is mandated to inform and sensitize the U.S. public about the root causes of hunger, the limitations of global resources and the interdependence of all people. The Office works in a collaborative and cooperative style, animating and supporting existing initiatives in global education in the U.S., as well as providing educational programming.

Church World Service is the relief, refugee resettlement and development agency of the National Council of Churches of Christ in the U.S.A. CWS cooperates with and acts on behalf of 31 Protestant and Orthodox communions. Its overseas work is undertaken by local agencies, usually church-related, in more than 70 countries around the world. Thus CWS is a link in a people-to-people network of U.S. churches and overseas colleague agencies working in partnership to help people help themselves.

Center for Teaching International Relations

The Center for Teaching International Relations (CTIR), affiliated with the Graduate School of International Studies and School of Education at the University of Denver, was founded in 1968 to help classroom teachers become more proficient at teaching global, social science, and educational skill topics. The Center's main objective is to improve the teaching of precollegiate global and international studies. CTIR offers graduate courses in education; conducts teacher inservice workshops; offers travel and retreat courses with credit during the summer months and other vacation periods; develops, publishes, and disseminates curriculum materials; and offers consultative services to schools. Although national in scope, the Center focuses its attention on a twelve-state area, including the Rocky Mountain and Great Plains regions.

For listing of other educational resources write to:

Office on Global Education
Church World Service
2115 N. Charles St.
Baltimore, Maryland 21218
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